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Course Profiles

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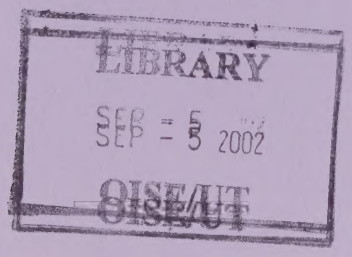
Classical Studies and International Languages



Course Profile

International Languages, Level 4

University Preparation
LBADU–LYXDU

• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

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Course Overview
International Languages, Level 4, LBADU–LYXDU, University Preparation

Policy Document: *The Ontario Curriculum, Grades 11 and 12, Classical Studies and International Languages, 2000.*

Prerequisite: International languages, Level 3, University Preparation

Course Description

This course prepares students for university studies in the international language. Students will enhance their ability to use the language with clarity and precision, and will develop the language skills needed to engage in sustained conversations and discussions, understand and evaluate information, read diverse materials for both study and pleasure, and write clearly and effectively. Students will also have opportunities to add to their knowledge of the culture of the countries where the language is spoken through the use of community resources and computer technology.

Course Organization

- In this Course Profile, four thematic units constitute a complete course. Each unit takes 27.5 hours to complete. One unit has been fully developed; for the other three units, themes have been suggested and tables are provided that give recommendations for clustered expectations, links to the categories of the Achievement Chart, and a focus for each activity. These four units can be used as models for any language and for any other theme.
- More than 65 international languages are taught in Ontario schools. In order to make this resource as useful as possible to all teachers, English is used in the profile, with reference to resources in several languages.
- In many languages, consideration and sensitivity must be shown to the cultural and regional nuances associated with the language, and to the idiosyncrasies and distinct features of the particular language.
- Some languages have writing systems that are not phonetic, some are tonal, and others may stress the oral over the written components. Required grammar and language knowledge elements for European languages for level 4 are found on page 57 of *The Ontario Curriculum, Grades 11 and 12, Classical Studies and International Languages, 2000.* Teachers of non-European languages will identify the appropriate features of their particular language that enable students to meet all the required expectations.
- Normally, a "standard" form of the language is taught in our schools. In many languages, however, regional dialects and levels of language may exist. It is hoped that teachers would make students aware of these variations, in order to increase their knowledge and appreciation of the richness of the language of study. International language teachers should maintain close contact with the language community to stay apprised of changes in the language as they occur.
- Teachers may use this course profile to supplement or adapt activities from existing textbooks or may use it as a complete framework for a course of study where texts are not available. In this case, suitable resources would have to be found in the language of study to carry out the chosen activities.
- This profile contains both generic and language-specific resources (technological, community and print) in the Resources section towards the end of this overview.

Course Notes

This final course in a four-level continuum offers students further opportunities to develop their knowledge of the international language and to enhance their communication skills. Students use increasingly sophisticated language in a variety of activities that enable them to speak and write with clarity and accuracy. Using a variety of print and technological resources, students also enhance their thinking skills through the critical study of literature, and continue to explore aspects of the culture of the countries where the language is spoken.

This course is appropriate for students preparing for studies at a post-secondary institution. Students continue to expand their knowledge of the structures of the language and learn more about the cultures of its speakers. They also continue to gain in research skills and in the organization and presentation of information related to the language and culture of study.

The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000 provides essential information on aspects of policy that relate to program planning and the assessment, evaluation, and reporting of student achievement. The curriculum establishes high standards for secondary students, and has been designed to ensure that graduates are well prepared to lead rewarding and productive lives and to compete successfully in a global economy and a rapidly changing world. Clear and detailed curriculum expectations and descriptions of achievement levels assist teachers in their assessment and evaluation of students' work. The curriculum integrates material that pertains to violence prevention, anti-discrimination education, and native education where relevant.

The sample unit of this course profile can be used as a model for any unit of an international language course. The theme chosen is applicable to most languages.

- *Integrated Grammar and Language Knowledge:* Grammar and language knowledge are always integrated into the listening, speaking, reading and writing activities of students to provide a real context for their use, and to help students see the inseparability of this knowledge from their use of the language. Teachers should choose the appropriate point at which to introduce, practise and review these language structures. Level 4 Grammar and Language Knowledge structures for European-based languages are listed on page 57 of the International Languages policy document.
- *Strands:* At this level, listening and speaking activities continue to play an important role in the classroom experience of students, while increasing emphasis is placed on reading and writing activities.
- *Expectations:* Overall and specific expectations from Oral Communication, Reading, and Writing are the basis of each unit and the starting point for planning an activity or an entire unit. Listening, speaking, reading, and writing are always taught and practised in combination, and so it is logical to cluster expectations from several of the strands in the planning of unit activities.
- *Unit Overview Charts:* Charts following each unit description contain suggested clustered expectations (coded at the end of this overview), along with focus activities and links to the Achievement Chart categories.
- *Reading:* According to *The Ontario Curriculum, Grades 11 and 12, Classical Studies and International Languages, 2000,* students are expected to read at least 200 pages of text (100 intensive, 100 extensive) at this level.
- *Portfolios:* Portfolio assessment can serve as an ongoing measure of a student's progress towards meeting curriculum expectations. International language students should assemble a portfolio that includes samples of performance in all language skill areas: listening, speaking, reading and writing. The portfolio should contain teacher-selected as well as student-selected samples. Video samples of student performances may be used if the necessary equipment is available. See Appendix B for more detailed information.

A typical student portfolio might include:

- selected unit tests/quizzes
- a final examination
- teacher-selected writing pieces from different points in the year to show growth over time
- student-selected writing pieces
- other writings or projects, e.g., journals, book reports
- speaking samples on tape
- video samples
- a checklist of the curriculum skills that the student has mastered

- Appendix A contains writing strategies and suggestions for teachers to use in international language classes. These strategies help students acquire good writing skills and make written communication more effective. The acquisition of good writing strategies in any language reinforces literacy in the first language of the student, and international language teachers can play a key role in helping students work towards improvement in this important area.
- Appendix B contains detailed information on the language portfolio (see Portfolios above).
- Appendix C of the profile contains checklists and rubrics for planning and assessing an integrated research project.
- *Internet:* Teachers should be familiar with school and board policies regarding acceptable use of the Internet. Close monitoring of student use of the Internet is very important to avoid misuse.
- *Safety:* A prime concern of teachers is always the physical safety of students within their jurisdiction, and the prevention of violence within the school environment.
- *Avoidance of bias/stereotyping:* Teachers should plan classroom activities that avoid bias/stereotyping unless they are deliberately using them as learning experiences for students.
- *Precaution:* Teachers using classroom activities involving food need to take precautionary measures to ensure that students with food allergies are not placed at risk or that students with food prohibitions (for religious or other reasons) are not made to feel uncomfortable. It may be appropriate to use parental permission forms.
- *Sensitivity:* In discussions, questionnaires, and surveys, "no comment" must be accepted as a valid answer to sensitive issues. At all times, sensitivity to the disclosure of personal information and the right to privacy should guide teachers' questions and actions.
- *Community involvement:* Procedures and guidelines regarding community involvement in school activities need to be known and followed. *(See Ministry of Education and Training Policy Memo No. 124.)*
- *Integration:* Wherever appropriate, activities that promote collaboration and integration with other school departments and the community are encouraged. These activities broaden students' perceptions, help them to make important connections, and link them to the world beyond the classroom walls.

Units: Titles and Time

Unit 1	Literature	27.5 hours
Unit 2	Biographies	27.5 hours
Unit 3	Media	27.5 hours
* Unit 4	Making Connections	27.5 hours

* This unit is fully developed in this Course Profile.

Unit Overviews

Unit 1: Literature

Unit Description

Students read a variety of literary works, including poetry, short stories, and excerpts from plays and novels in the international language. They examine universal themes, plot, and characterization.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	LIV.01, SPV.01, REV.01, WRV.01, LI1.01, LI1.02, LI1.03, SP1.02, SP1.03, SP1.04, RE1.01, RE1.02, RE1.03, RE1.04, WR1.01, WR1.02 WR1.03, WR1.04, WR1.05	Knowledge/Understanding Thinking/Inquiry Communication Application	Poetry from the Middle Ages
2	LIV.01, SPV.01, REV.01, WRV.01, LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, RE1.01, RE1.02, RE1.04, WR1.01, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05	Knowledge/Understanding Thinking/Inquiry Communication Application	Literature from the19th Century
3	LIV.01, SPV.01, REV.01, WRV.01, LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.03, WR1.05	Knowledge/Understanding Thinking/Inquiry Communication Application	Modern literature
4	LIV.01, SPV.01, REV.01, WRV.01, LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, RE1.01, RE1.02, RE1.03, RE1.04, WR1.01, WR1.02	Knowledge/Understanding Thinking/Inquiry Communication Application	Literature about world/ economic conditions
5	LIV.01, SPV.01, REV.01, WRV.01, LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05	Knowledge/Understanding Thinking/Inquiry Communication Application	20th Century theatre

Unit 2: Biographies

Unit Description

Students choose someone from the culture being studied who has made a significant contribution to the fields of literature, music, art, dance, medicine, science, mathematics or politics. Using the library/resource centre and Internet, students research this person and prepare a report to present to the class. They also draw conclusions as to why and how this person's contributions to his/her chosen field are so important.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	LIV.01, SPV.01, REV.01, LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, RE1.01, RE1.02	Knowledge/Understanding Thinking/Inquiry Communication Application	Overview of famous people and their achievements
2	REV.01, WRV.01, RE1.01, RE1.04, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05	Knowledge/Understanding Thinking/Inquiry Application Communication	Researching a famous person

Cluster	Learning Expectations	Assessment Categories	Focus
3	LIV.01, SPV.01, REV.01, WRV.01, LI1.01, LI1.02, LI1.03, SP1.03, SP1.04, RE1.01, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.05	Knowledge/Understanding Thinking/Inquiry Application Communication	Preparing a biographical sketch
4	LIV.01, SPV.01, REV.01, LI1.01, LI1.02, LI1.03, SP1.01, SP1.03, SP1.04, RE1.01, RE1.04, RE1.05	Knowledge/Understanding Thinking/Inquiry Application Communication	Oral presentation of a famous person

Unit 3: Media

Unit Description

Students look at media trends and productions in countries where the language of study is spoken. Television commercials, print advertisements, and television programs provide cultural input, while comic book selections and storyboards serve as tools for students to write their own scripts for a television show. Students role-play casting directors and auditioning actors, write résumés with cover letters, and audition for roles in their own productions. The writing process, rehearsing, and video-taping are student-centred learning opportunities. The teacher monitors, gives advice, and assesses student progress. Students critique each others' productions and submit a variety of media-oriented assignments to enrich their language portfolio.

Note: See International Languages, Open, Course Profile, Unit 3 for a fully developed unit on a similar theme.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	LIV.01, SPV.01, REV.01, WRV.01, LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05	Knowledge/ Understanding Thinking/Inquiry Application Communication	Television commercials
2	LIV.01, SPV.01, REV.01, WRV.01, LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05	Knowledge/ Understanding Thinking/Inquiry Application Communication	Storyboards and scripts for television
3	LIV.01, SPV.01, REV.01, WRV.01, LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05	Knowledge/ Understanding Thinking/Inquiry Application Communication	Auditions, résumés, acceptance and rejection letters
4	LIV.01, SPV.01, REV.01, WRV.01, LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.03, WR1.04	Knowledge/ Understanding Thinking/Inquiry Application Communication	Rehearsing student-written scripts

Cluster	Learning Expectations	Assessment Categories	Focus
5	LIV.01, SPV.01, REV.01, WRV.01, LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05	Knowledge/ Understanding Thinking/Inquiry Application Communication	Video-taping student productions

Unit 4: Making Connections

Unit Description

This is the final unit in the four-year international languages course sequence. Using their acquired language knowledge and cultural understanding, students complete an integrated research project. They research aspects of a golden age in the language of study, which might include history, literature (novels, poetry, short stories, plays), the arts (music, dance, painting, sculpture), the cinema, photography, architecture, the news media and publicity. Students prepare drafts of their written essay, make revisions, then write a final copy of their essay. They present their integrated research projects to the class. The class takes notes on each presentation and completes a multiple-choice test on each aspect of the golden age. The unit culminates in a celebration of the many facets of the international language and culture.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	LIV.01, SPV.01, REV.01, WRV.01, LI1.01, LI1.02, SP1.01, SP1.02, SP1.03, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04	Knowledge/ Understanding Thinking/Inquiry Application Communication	An overview of a golden age
2	LIV.01, SPV.01, REV.01, WRV.01, LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.03	Knowledge/ Understanding Thinking/Inquiry Application Communication	Researching an aspect of a golden age
3	LIV.01, SPV.01, REV.01, WRV.01, LI1.01, LI1.02, LI1.03, SP1.01, SP1.03, SP1.04, RE1.01, RE1.03, WR1.01, WR1.02, WR1.03, WR1.04	Knowledge/ Understanding Thinking/Inquiry Application Communication	Written essay on the golden age
4	LIV.01, SPV.01, REV.01, WRV.01, LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, RE1.01, RE1.02, RE1.03, RE1.04, WR1.01, WR1.03, WR1.05	Knowledge/ Understanding Thinking/Inquiry Application Communication	Oral presentation of an aspect of the golden age
5	LIV.01, SPV.01, REV.01, WRV.01, LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, RE1.01, RE1.03, RE1.04, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05	Knowledge/ Understanding Thinking/Inquiry Application Communication	Display of student work with celebration

Teaching/Learning Strategies

It is important that students have opportunities to learn in a variety of ways: individually and cooperatively, independently and with teacher direction, through researching, observation, and hands-on activities, and through practice in all the skill areas. The strategies chosen should vary according to the curriculum expectations and the needs of the students.

The following considerations will guide teachers in the planning of international language courses:

- *Assessment*: developing assessment packages before teaching a unit allows both the teacher and the students to have a clear understanding of the expectations. With a culminating activity in view, students are more motivated and better prepared to progress through diagnostic and formative activities.
- *Learning styles:* students learn in a number of different ways. Teachers should take these learning styles into consideration when planning student activities.
- *Groupings:* a variety of individual, pair, small group, and whole class activities allows students to practise language skills and to interact with their peers and with the teacher in different situations and contexts. Some strategies to consider are:
  - individual: note-making, gathering and organizing information, reading, writing, questioning, conferencing, problem solving, researching projects;
  - pair/small group: collaborative/cooperative learning activities, interviewing, creating and performing dialogues and skits, peer editing, simulating, problem solving, creating projects;
  - whole class: brainstorming, problem solving, presenting/introducing, discussing.
- *Practice:* in order to develop strong language skills, practice in all areas is essential after the introduction of vocabulary and structures. Teachers should provide adequate practice for students in all strands in a variety of situations.
- *Technology:* information technology provides a variety of resources to facilitate and enrich language learning. Software programs and CD-ROMs also offer students a rich variety of experiences – both linguistic and cultural – to which they might otherwise not have access. The Internet provides students with a wealth of information, news and texts in the language of study. Through organizations and sites that co-ordinate e-mail discussions, students can communicate with speakers of various languages from around the world. These activities need to be closely monitored by the teacher.
- *ESL/ELD (English Literacy Development):* European-based international language programs support ESL/ELD students in their efforts to develop communication skills in English, and can help them understand the fundamental principles that are operative in the English language. Teachers should work closely with parents, colleagues, career counsellors, school administrators, and community support networks to ensure that ESL/ELD students learn to make connections between languages with similar structures and/or vocabulary, e.g., cognates, how adverbs are used, verb tenses, etc.
- *Exceptional students:* because language instruction is a complex process, international language teachers must take particular care to adapt their teaching approaches and strategies to the needs of their students, as set out in their Individual Education Plans. Because the study of languages promotes creative thinking and problem solving, as well as the development of essential communication skills, international language courses have particular benefits for exceptional students and increase their chances for success in other areas of the curriculum.
- *Research skills:* post-secondary-bound students need to develop and practise skills in acquiring, organizing, and presenting information. These skills will be valuable in both international language and other courses at the post-secondary level.

- *Cooperative Education and Career Education:* students enrolled in international language programs can benefit from cooperative education placements that allow them to apply the language skills they have developed in the classroom in real-life situations. International language programs prepare students for careers in a wide variety of fields, and equip them for futures that require well-developed thinking, as well as analytical and communication skills.
- *Community:* community organizations, cultural centres, consulates and embassies, as well as native speakers who live in the community provide rich resources for students of international languages. Wherever appropriate, community resources should be integrated into language programs.

Assessment & Evaluation of Student Achievement

The recent emphasis on assessment and evaluation and its impact on the planning of classroom activities under the new curriculum is reinforced in *Orbit*, OISE/UT's Magazine for Schools, Volume 30, Number 4, 2000, and states:

> Assessment and evaluation are central to educational reform initiatives all over the world. Not only are countries, provinces and states relying on large-scale assessments as measures of the progress and success of their initiatives, but classroom assessment has become a major part of the agenda for improving student learning.
>
> The changes that are occurring in classroom assessment are not just superficial tampering. They represent major shifts in thinking about learning, about accountability, about schools and about teaching. Classroom assessment reform is much more than using a variety of new techniques. It means teachers using their judgments about children's knowledge or understanding to improve the teaching process and to determine what to do for individual children. It means providing descriptions of student performance and sharing the decision-making. It means making assessment criteria visible and bringing parents and students into the process. It means making a fundamental shift in thinking about how and why assessment and teaching are integrally connected.
>
> (used with permission of the editor)

The primary purpose of assessment and evaluation, then, is to improve student learning. Data gathered help determine students' achievement of the curriculum expectations in each course and provide valuable information to students and parents regarding progress and steps toward improvement.

Assessment is the process of gathering information from a variety of sources (including assignments, presentations, projects, performances, and tests) that accurately reflects how well a student is achieving the curriculum expectations. The word "assess" comes from the Latin word that means "to sit beside." The teacher "sits beside" and coaches students toward higher achievement. The main purpose of assessment, therefore, is to provide descriptive feedback to students and guide their efforts toward improvement.

Evaluation is the process of judging the quality of students' work on the basis of established criteria, and assigning a value to represent that quality.

Assessment and evaluation are based on the curriculum expectations (by strands) and the achievement levels outlined in the policy document *The Ontario Curriculum Grades 11 and 12, Classical Studies and International Languages, 2000.* In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers must use assessment and evaluation strategies that:

- address both what students learn and how well they learn;
- are based both on the categories of knowledge and skills and on the achievement level descriptions given in the Achievement Chart;
- are varied in nature and authentic, administered over a period of time and designed to provide opportunities for students to demonstrate the full range of their learning;

- are appropriate for the learning activities used, the purposes of instruction and the needs and experiences of the students;
- are fair and equitable to all students;
- accommodate the needs of exceptional students and ESL/ELD students;
- ensure that each student is given clear directions for improvement;
- are communicated clearly to students and parents at the beginning of the course and at other appropriate points throughout the course.

A final mark is recorded for each international language course and a credit is granted for every course in which the student's grade is 50% or higher.

The final grade is determined as follows.

- 70% of the grade is based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- 30% of the grade is based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course and comprehensive in nature.

In all of their courses, students must be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations – *The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment, 2000,* page 15.

The components of the final evaluation should reflect the weighting of the strands (Oral Communication, Reading and Writing) that has been followed throughout the year.

The final mark, following the weighting of three strands and the expectations contained in each of them, should also reflect the levels described in the Achievement Chart. It should not be based on a numerical average, but rather should reflect the most consistent achievement of the student.

All types of assessment/evaluation – diagnostic, formative and summative – need to be used. Diagnostic and formative assessment provides valuable information and feedback to students to enable them to improve their skills. Carefully chosen summative evaluation activities provide students with opportunities to demonstrate their skill and knowledge in situations that integrate language skills.

Some appropriate tools for diagnostic and formative assessment in an international language class include: observation (formal and informal), student/teacher conferencing, dictations, cloze exercises, oral/aural quizzes, teacher-generated and course-generated tests, formal written assignments, creative writing assignments, role performances, and simulations.

Some appropriate tools for summative evaluation include: formal written assignments, listening and reading comprehension tests, projects, oral presentations, and complex and varied performance tasks.

Rubrics for oral and written assignments, checklists and rating scales provide useful information to students. They clarify what is expected of them and how the teacher and/or peers make judgements on their performance. A common understanding of what is expected makes feedback to students more valuable. In addition, the above-mentioned tools, that establish clear criteria for evaluation, help to ensure consistency by different teachers within a department.

Accommodations

- The teacher should consult individual student IEPs for specific direction on accommodation for individuals. The learning of a language is a complex task and requires skills in a number of areas – specifically, the ability to listen and comprehend, to read and understand, and to respond to what is heard or read (by speaking and/or writing). All aspects of these tasks are recognized, practised, assessed, and evaluated by the teacher. Every attempt is made by the teacher to accommodate students' individual needs, in order to maximize their chance of success in the course.

- enrichment materials/activities available;
- alternative or independent assignments or projects;
- flexible groupings/roles of students according to needs and assignment;
- flexible time for preparation of assignments or presentations;
- resource packages or reinforcement sheets for extra practice;
- clarification/restatement of terminology or instructions at a language level appropriate to the student's stage of proficiency;
- extra models and examples provided for oral or written assignments;
- class time planned for teacher and/or peer assistance;
- flexibility in mode of presentation of assignment, e.g., cassette recorder or computer as alternative to hand-written assignment;
- visual and verbal instructions;
- a quiet space provided for writing tests;
- flexible seating;
- extra review/drill;
- tasks prioritised for completion.

Resources

This resource list is divided into three sections: A – Language-related websites; B – Community resources; C – Resources related directly to the themes of the fully developed unit.

In addition, teachers should consult the Course Profiles for International Languages (Open and Academic) Levels 1, 2 and 3. They contain community, print, and technological resources for a variety of languages.

For additional resources and for other international languages, teachers should contact individual publishers and distributors. For many languages, community resources such as, community organizations, clubs, embassies, consulates, travel agents, newspapers, radio and television stations, theatres, and native speakers from the community, will be very helpful. Teachers should ensure that all resources are free of bias and stereotyping, and that they are appropriate to the age and interests of students in the Level 4 course.

Note: The URLs for the websites were verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

Units in this Course Profile make reference to the use of specific texts, magazines, films, videos and websites. Teachers need to consult their board policies regarding use of any copyrighted materials. Before reproducing materials for student use from printed publications, teachers need to ensure that their board has a Cancopy licence and that this licence covers the resources they wish to use. Before screening videos/films with their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor, e.g., *Audio Cine Films Inc.* Teachers are reminded that much of the material on the Internet is protected by copyright. The copyright is usually owned by the person or organization that created the work. Reproduction of any work or substantial part of any work on the Internet is not allowed without the permission of the owner.

A. Websites of Interest to Language Teachers

Note: All of these sites were active at the time of publication.

- Google – www.google.com – a multi-lingual search engine
- Discovery School: Kathy Schrock's Guide for Educators – http://school.discovery.com/schrockguide/assess.html – assessment and rubric information
- Ontario Modern Language Teachers' Association (OMLTA) – http://webhome.idirect.com/~omlta

- Canadian Association of Second Language Teachers – www.caslt.org
- American Council on the Teaching of Foreign Languages – http://www.actfl.org/
- Modern Language Association of America – http://www.mla.org
- Foreign Language Internet Search Engines – http://www.bizforms.com/search.htm – a foreign language search engine directory categorized by country, from Argentina to Venezuela
- Language Learning and Technology – http://llt.msu.edu – an on-line journal for language educators
- Internet Activities for Foreign Language Classes – http://members.aol.com/maestro12/web/wadir.html – includes sample web lessons and links to teacher resource pages
- Internet Resources for Language Teachers and Learners – http://www.hull.ac.uk/cti/langsite – links to general and language-specific websites, using the Internet as a medium of language teaching, language products and services
- MIT Libraries: Foreign Language News and Newspapers – http://libraries.mit.edu/guides/types/flnews/ – links to electronic journals, newspapers and magazines in Chinese, French, German, Italian, Japanese, Portuguese, Russian and Spanish
- Learning Languages (F. X. Micheloud) – http://www.micheloud.com/fxm/LA – articles, recommended books, language experiences, links to newspapers and radio stations around the world
- E.L. Easton: Languages – www.eleaston.com/languages.html – materials for teaching and learning: grammar, reading, listening, dictionaries, key pals, culture, proverbs, quizzes and tests, publishers, and much more
- National Anthems – www.thenationalanthems.com – music, words and flags from 193 countries
- Department of Foreign Languages and Literatures (Appalachian State University) – www. acs.appstate.edu/dept/fll – a university site with language papers, resources, Internet courses and study abroad programs
- Foreign Languages for Travellers – www.travlang.com/languages – vocabulary grouped by theme, language course information, translating dictionaries, currency information, and more
- International Collection of Tongue Twisters – www.uebersetzung.at/twister – a fun site with the world's largest collection of tongue twisters – over 2000 entries in 87 languages
- The Staff Room for Ontario Teachers – www.odyssey.on.ca/~elaine.coxon/ – links for planning, teaching using technology, rubrics, assessment, evaluation and reporting, using the Internet in the classroom, and more

B. Community Resources

Teachers may wish to search for community information on the Internet, using a search engine and typing "community information" and the name of a city. In Toronto, for example, one listing is *Blue Book 2001,* a directory of community cultural and linguistic groups (416-392-4575 for purchase). Typing the name of other cities yields equally valuable resource information.

Please consult the Community Resources section of the Level 3 Course Profiles for useful information. For information on Embassies and Consulates of other countries in Canada, visit one of the following websites:

- Embassies and Consulates of Other Nations to Canada – http://www.embassyworld.com/embassy/canada2.htm
- Embassies to Canada – http://info.sources.com/embassy/embstoca.htm
- Embassies Ottawa – http://www.docuweb.ca/EmbassiesOttawa/members.html

Unit Resources Unit 4: Making Connections

Chinese: Example of a Golden Age - The Tang Dynasty (618AD - 907AD)

Note: To view Chinese-language websites, go to – www.yahoo.com, click on Chinese, then click to download the necessary language software.

History

Print

- Liu Wei, Yin Xia Qing. *Chinese Civilization in a New Light.* Sun Tang Diguo Xin Zhixu Commercial Press. ISBN 962-07-5309-7 Units 1 (architecture), 3, 4, 5, 6, 7 (China and the World)

Technological

- Great Chinese: Emperors – http://www.greatchinese.com/emperors/tangchao.htm
- Chinese Graphic Arts Net: China History – Tang – http://www.cgan.com.hk/china-art/www/history/tang.html
- The Imperial Era: II – http://www-chaos.umd.edu/history/imperial2.html

Literature

Print

- Qiao Xiang Zhong, Chen Tie Min. *Literature History of Tang Dynasty.* Renmin Wenxue Chiubanshe. ISBN 7-02-001216-7
- Heng Tang Duishi. *Tang Shi San Bai Shou.* Fenghua Chuban Shiye Gongsi. ISBN 962-386-244-X

Technological

- Arts and Humanities: poetry – http://chinese.yahoo.com/Arts_and_Humanities/Humanities/Literature/Genres/poetry/Classic/

Art

Print

- Zhu Yu Ping. *Zhongguo Tang San Sai.* Art Book Co. Ltd. ISBN 957-2-217-9
- Museum of Shanxi Province. *Sui Tang Wenhua.* SUP Bookstore. ISBN 962-231-634-4

Technological

- Dunhuang Art – http://www.ignca.nic.in/ks_19018.htm
- Tang China: Art history – http://faculty-web.at.northwestern.edu/art-history/fraser/b40/Tang_China.html
- Chinese Culture Project – http://www.geocities.com/chinese_culture_project/
- People's Education Press – http://www.pep.com.cn/wenhua/taoci/text6.htm

Architecture

Print

- Wang Zhen Xia. *Zhongguo Jianzhu de Wenhua Licheng.* Shanghai Renmin Chubanshe. ISBN 7-208-03478-8, Unit 5

German: Example of a Golden Age – The Weimar Republic (1919 – 1939)

Print

- Moeller et al. *Blickpunkt Deutschland* Boston: Houghton, Mifflin Company, 1973. ISBN 0-395-13690-3 – story by Kafka; poem by Joachim Ringelnatz
- Salkeld, Audrey. *A Portrait of Leni Riefenstafl.* Jonathan Cape, London:Random House, 1996. ISBN 0-224-02480-9
- Selz, Peter. *German Expressionist Painting*, University of California Press, 1974. ISBN 0-520-025-15-6

Architecture

Technological

- Bauhaus Museum – http://www.bauhaus.de/gebaeude/index.htm
- The New York Times Daily Lesson Plan – Modern Visions: Exploring Modernist Art Movements in the Visual Arts Classroom – http://www.nytimes.com/learning/teachers/lessons/19991112friday.html

Art

Technological

- Max Beckmann: "The greatest mystery of all is reality." – http://www.sohoart.com/beckmann.htm
- Max Beckmann, Maler, Graphiker – http://www.dhm.de/lemo/html/biografien/BeckmannMax/
- Art for a Change: Otto Dix – http://www.art-for-a-change.com/Express/ex11.htm
- Art for a change: The German Expressionists – http://www.art-for-a-change.com/Express/ex.htm

Cinema

Technological

- Cinema in Weimar Germany – http://www.montana.edu/metz/intlfilm/germanexpressionism.htm
- Cinema: German-language film production – http://www.german-way.com/german/cinema.html

History

Technological

- Weimar Republic – http://www.west-teq.net/~dmf/weimar.htm
- Weimarer Republik – http://www2.gasou.edu/facstaff/hkurz/geo/weimar.htm
- Die Weimarer Republik – http://www.dhm.de/lemo/html/weimar/

Literature

Technological

- Franz Kafka: Die Verwandlung – http://www.gutenberg.aol.de/kafka/verwandl/verwa001.htm
- German poems (Bertolt Brecht, Fritz Graßhoff, Kurt Tucholsky, Rainer Maria Rilke) – http://www.uni-giessen.de/~gi04/MM/gedichte/gedliste.html
- Literatur in der Weimarer Republik – http://www.dhm.de/lemo/html/weimar/kunst/literatur/

Print

Teichert, Herman & Lovette, *Allerlei zum Lesen,* Lexington, D.C. Heath and Company Massachusetts: 1992. ISBN 0-669-20143-X (Kapitel 9: Tucholsky, Kurt, Wo kommen die Löcher im Käse her?)

Music

Technological

- Kurt Weil, *Mack the Knife* from the *Three Penny Opera* – http://www.jauko.nl/tot/tab/w/weil_kur/mack_the.htm

Photography

Technological

- Ifa Ausstellung: Fotografie in der Weimarer Republik – http://www.ifa.de/a/a1/foto/da1whgbi.htm

Greek Modern: Example of a Golden Age – 5th Century... linked to the present

Greek Hellenic culture ké poli ... politismos

Print

- *Ellinika apo konta/20 ylossika Mystyria Rethymno.* 2001, Unit 3 pp. 18-25; Unit 13 pp. 90-105.
- Arvanitaki, Maria. *Milame ellinika, Zoume Ellinika,* Heartlein, Maria Kaskantami, Kyriaki Petrea, Korfi, Athina, 2000. Unit 1, Kalimera Elatha pp. 21-43 Exercise Booklet pp. 11-20.

Literature

- Seferis:
  - *Euripides o Athineos*
  - *Pano se ena kseno stiho*
- Karafis:
  - *Polis*
  - *Apistia*
  - *Ithaki*
  - *Thermopyles*
- Drosinis:
  - *Homa Elliniko*

Music

Athina N. Mouschouris
Athina Vembo
Thesaloniki Mitropanos

Videos & Films

Literature of Greece and Rome, NTC / Contemporary Publishing group. Inc., 1999

The Greek Beginning, Films for the Humanities and Sciences, 1988 FTH 703, The Greeks, 52 min.

The Classical Age, Films for the Humanities and Sciences, 1988 FTH 704, The Greeks, 52 min.

Heroes and Men, Films for the Humanities and Sciences, 1988 FTH 705, The Greeks, 52 min.

The Minds of Men, Films for the Humanities and Sciences, 1988 FTH 706, The Greeks, 52 min.

Websites

Greek Consulate – www.grconsulate.com/greek/index.html

Hellenic Culture – www.culture.gr

Attica – www.attica.gr

Greek National Tourism Organization – www.gnto.gr

Hellenic Festival – www.greekfestival.gr

Community (not included in Level 3 Profiles)

Greek Community of Metropolitan Toronto, 30 Thorncliffe Park Drive, Toronto, Ontario, 416 425-0350

Consulate General of Greece, Office of Education Advisor, 365 Bloor St. East, Suite 1800, Toronto, ON M4W 3L4, Tel: 416 515-0350

Embassy of Greece, 80 MacLaren St., Ottawa, ON K2P OK6, Tel: 613 238-6271, Fax: 613 238-5676

Italian: Example of a Golden Age – From Neorealism (1940) to Present Day Italy

Print

- Balducci, Gioacchino. *Italia Moderna.* New York: Rinehart and Winston, Inc., 1973.
- Gimondo Angelo. *Italian First Year.* New York: Amsco School publications Inc., I981.

Architecture

Technological

- Studio Cleo: Carlo Scarpa – www.studiocleo.com/gallerie/scarpa/scarpapage.htm
- Encyclopedia.com: Pier Luigi Nervi – www.encyclopedia.com/articles/09112.html
- Pier Luigi Nervi: shaping American architecture – http://nj.essortment.com/pierluiginervi_rqug.htm
- Pier Luigi Nervi – http://kidslink.bo.cnr.it/irrsaeer/arte/annuario/nervita.html

Art

Technological

- Art History: 19th Century Art – http://witcombe.sbc.edu/ARTHLinks5.html

The Cinema (Neorealism)

- Cinema: Rubrica di cinema – http://www.scaruffi.com/cinema.html
- Windows on Italy, Cultural Tidbits: Cinema – http://www.mi.cnr.it/WOI/tidbits/cinema.html
- Italian Neorealism – http://www.inblackandwhite.com/ItalianNeorealismv2.0/neo-chro.html
- Italian Neorealism – http://www.gpc.peachnet.edu/~jriggs/film1301/notes10.htm
- Vittorio de Sica – http://www.spe.sony.com/classics/garden/crew/sica.html

History

Technological

- Comando supremo: Italy at war 1940-1943 – http://www.comandosupremo.com/
- Il duce: Benito Mussolini – http://www.ilduce.8k.com/
- Windows on Italy: History – http://www.mi.cnr.it/WOI/deagosti/history/0welcome.html
- Video – *An act of Grace* (800007) 1999 VH
- Video – *Sand and sea war: war in the Mediterranean* – 1941-1944 (979288) S 1994 VH

Literature

Technological

- Western European Studies: Electronic Text Collections – http://www.lib.virginia.edu/wess/etexts.html
- Italian Literature 19th and 20th centuries – http://italy1.com/literature/itali19_20.htm
- Windows on Italy, Cultural Tidbits: Language and Literature – http://www.mi.cnr.it/WOI/tidbits/lit3.html

Print

- Licari, Carmen and Lidia. *L'italiano in contesto.* Pitagora Editrice, 1982.
- Reynolds Althea Caravacci, Brunetti Argentina. *Teatro Prosa Poesia.* New York: Anma Libri, 1982.
- Picchione John and R. Smith Lawrence. *Twentieth-Century Italian Poetry, An Anthology.* Toronto: University of Toronto Press Incorporated, 1993.

Music

- Ciao Italy: Music – http://www.ciao-italy.com/categories/music.htm
- Italian Progressive Pop – http://artemis.simmons.edu/~wick/poppy.html

Photography

- Italy: Fotografia – http://www.abcitaly.com/fotografia.html

Japanese: Example of a Golden Age – The Heian Period (794AD – 1185AD)

History

Technological

- Heian Period – http://www.ox.compsoc.net/~simon/simons/historyweb/heian.html
- Heian Japan – http://www.wsu.edu:8080/~dee/ANCJAPAN/HEIAN.HTM
- Japanese History: Nara, Heian – http://www.japan-guide.com/e/e2132.html

Literature

Technological

- Women in World History: Murasaki Shikibu – http://www.womeninworldhistory.com/heroine9.html
- Encyclopedia of Japan: Heian Period – http://www.heian-library.com/english/period.html
- The Tale of Murasaki website – http://www.taleofmurasaki.com/

Print

- *The Tale of Genji* tr. from the Japanese by Edward G. Seidensticker, Random House, 1983, ISBN 0394735307
- Puette, William. *The Tale of Genji by Murasaki Shikibu: A Reader's Guide,* Tuttle, 1993. ISBN 0804818797

Religion

Technological

- Daigo-ji Temple – http://www.daigoji.or.jp/e/index.html

Kimono

Technological

History – Kimono Heian Period – http://web.mit.edu/jpnet/kimono/history-heian.html

Music

Technological

- Japan Access: Music: Gagaku – http://jin.jcic.or.jp/access/music/gagaku.html

Art/Scroll Painting

Technological

- Heian period – http://jin.jcic.or.jp/museum/painthist/phheianj/phheianjr.html
- EMAKI Reader – http://www.ucalgary.ca/~xyang/about-e.htm
- Scroll Painting (Emaki) – http://jin.jcic.or.jp/museum/emaki/emakit.html
- Genji monogatari emaki – http://www.heian-library.com/english/genjie.html

Home

- Interior with Heian-period furniture – http://www.rekihaku.ac.jp/e_zyoosetu/no2/pict13.html

Clothing

- Clothing of Heian-period Aristocrats – http://www.rekihaku.ac.jp/e_zyoosetu/no2/pict12.html

Calligraphy

- The New Republic Online: Art: Gold, Black, and Silver – http://www.thenewrepublic.com/103000/perl103000.html

Spanish: Example of a Golden Age – El Modernismo (La Generación del '98)

Architecture (Gaudi)

Technological

- Gaudi Central – http://www.op.net/~jmeltzer/Gaudi.html
- Home Page de Antoni Gaudi – http://www.geocities.com/SoHo/Lofts/9477/gaudi.htm
- Gaudi 2002 – http://www.gaudi2002.bcn.es/castellano/flash/home/G0.htm

Print

- Hill, John. *Essential Gaudi.* Parrago Publishing, 2001. ISBN 0-752-553-534
- Nonell, Juan Bassegoda, Melva Levick. (photographer) Abbeville Press. ISBN 0-789-206 900
- Van Hensbergen. *Gaudi: A Biography.* Harper Collins Publishers Inc., 2001. ISBN 0-066-210-658

Decorative Arts

Technological

- Gaudi and Art Nouveau in Catalonia – http://www.gaudiallgaudi.com

Painters

Technological

- Isidre Nonell – http://www.epdlp.com/nonell.html
- Isidre Nonell – http://www.gaudiallgaudi.com/EP003.htm
- Joaquin Sorolla – http://www.artcyclopedia.com/artists/sorolla_y_bastida_joaquin.html
- Joaquin Sorolla: Painter – http://www.monadnock.net/essays/sorolla.html
- Fundacion Picasso – http://www.fundacionpicasso.es/
- Pablo Picasso – http://www.artcyclopedia.com/artists/picasso_pablo.html

Print

- Museo Sorolla /Madrid, *El Centenario del nacimiento de Sorolla,* Cason del buen Retiro, 1963. (biography and reproductions of his paintings)
- Peel, Edmund (editor) *The Painter: Joaquin Sorolla y Bastida.* Published by Sotheby's, 1989.
- Peel, Edmund & Associados S.A. *Pintura Moderna y Contemporanea.* Published by Sotheby's, 1991.
- Sweeney, James Johnson. *Before Picasso, After Miró.* The Solomon Guggenheim Museum, New York, 1960.

History

Technological

- Si, España – Historia – http://www.sispain.org/spanish/history
- The Generation of 1898 – http://www.sispain.org/english/language/1898.html
- Spanish History Index – http://www.iue.it/LIB/SISSCO/VL/hist-spain/Index.html

Print

- Casares, Gabriel Tortella, et al. *The Development of Modern Spain: An Economic History of the XIX and XX Centuries.* Harvard Historical Studies, Vol. 136
- Ross, Christopher. Spain: 1812-1996. *Modern History for Modern Languages.* New York: Oxford University Press. July 2000. ISBN 0-340-740-112-0

Literature

Technological

- José Martinez Ruiz, Azorin – http://www.epdlp.com/azorin.html
- Encyclopedia.com: Ramon de Valle Inclan – http://www.encyclopedia.com/articlesnew/13322.html
- La obra poética de Antonio Machado – http://www.supercable.es/~jass17/
- Antonio Machado: poemas, enlaces – http://www.geocities.com/Athens/Delphi/5205/machado.htm
- Prentice Hall School: Literature, Antonio Machado – http://www.phschool.com/foreign_languages/abriendo_paso/2001/activities/act17.html
- The Life and Music of Isaac Albéniz – http://www.lib.duke.edu/music/resources/albeniz1.html
- Miguel de Unamuno – http://www.rjgeib.com/heroes/unamuno/unamuno.html
- Miguel de Unamuno y Jugo – http://www.kirjasto.sci.fi/unamuno.htm

Print

- Coke, Mervyn, Enguidanos. Word and Work in the Poetry of Juan Ramon Jimenez. Coleccion Támesis, Serie A, Monografias, 88, 1982. ISBN 0-729-301-397
- Ruiz Tarazona, Andibes. *Isaac Albeniz:España Sodnada.* Real Musical, Madrid, c1975. ISBN 8-438-700-098
- Santos Zas, Margarita. *Tradicionalis mo y literatura eu Valle-Inclán.* U.S. Society of Spanish, Colorado, 1993.

OSS Considerations

Ministry of Education. *The Ontario Curriculum, Grades 11 and 12, Classical Studies and International Languages, 2000.*

Ministry of Education. *The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment, 2000.*

Ministry of Education and Training. *Ontario Secondary Schools, Grades 9 to 12, Program and Diploma Requirements, 1999.*

Ministry of Education. *The Ontario Curriculum, Grades 11 and 12, Course Description and Prerequisites, 2000.*

Ministry of Education. *The Ontario Curriculum, Grades 9 and 10, Classical and International Languages, 1999.*

Appendix A

Writing In The International Language Classroom

Strategies to support students during the writing process

Writing is often the most difficult of the language skills for international language students. It requires thorough knowledge of vocabulary and language structures, organization, precision, and a certain measure of inspiration. It is important for students to know that in a second language, just as in a first, writing is a process. In addition, it is important for them to remember that there are tools (dictionaries, grammar texts, etc.) and people (peers, teacher) to help them through this process.

Below are the steps in the writing process and some suggested activities for each step. These can be adapted to suit the writing task assigned. These suggestions are written for the student.

1. Pre-Writing

This stage is the starting point in the process. Its purpose is to spark interest and to begin the organization of ideas.

Select a topic.

Questions to ask:

- What do I want to say about the topic?
- Who will my readers be?
- How do I want my readers to respond to my writing?

Steps to take:

- Brainstorm (ideas, feelings, words, phrases) on your own or with classmates.
- Discuss your ideas with others (friends, family).
- Gather information (research) from newspapers, books, films, television, experts, the Internet and your own experience.
- Write well-organized point form notes about the information you discover.
- Choose a form, e.g., poem, memoir, essay, speech, storyboard, newspaper article.
- Create an outline or plan.

2. Drafting/Writing

This is the stage where you make your first organized attempt to express your ideas. It is the actual art of composing.

Steps to take:

- Without worrying about neatness, spelling, or grammar, just write quickly what comes to mind.
- Double-space your writing so there's room for notes and changes.
- Follow your pre-writing plan, but be open to new ideas and directions.
- Write notes on your draft about different possibilities/ideas/approaches.
- Once major sections are established, if you get stuck with wording or ideas in one section, move to the next section and come back later.

Appendix A (Continued)

3. Revising

This stage is the reflecting phase on what has been written. Think carefully about how you can improve what you have written to make it more interesting and more comprehensible for the reader. This step may be repeated more than once for some pieces of writing.

Steps to take:

If possible leave your draft for a day or two and come back to it with fresh eyes, asking yourself these questions:

- Does it make sense?
- Is my meaning clear?
- Do I have any questions about what I have written?
- What do I like or dislike about what I have written?

Read your draft from your readers' point of view so you can make changes in light of their needs.
Read your work aloud to check that the meaning is clear.
Get another person to read your draft, looking for strengths and areas for improvement.
Make minor or major revisions to the text as necessary – cutting, adding new material, reformulating ideas, and moving sections around to improve the coherence.
Enrich the vocabulary where possible.
Correct spelling, grammar, and punctuation.
Prepare a new draft with all the changes you've decided to make.

4. Proofreading/Editing

This stage is the refining phase. It is used to correct and polish your writing.

Steps to take:

Consider suggestions and remarks made by the teacher or peers.
Proofread your work several times, looking for errors in grammar, e.g., verb forms and tenses, noun and adjective agreements, syntax (e.g., Are ideas properly connected?), spelling, punctuation. Look for a different type of error each time you read.
Use dictionaries to double-check your corrections.
Read your writing aloud again, making small changes to improve the flow.
Ask someone to help you proofread your work.
Prepare a final draft, taking into consideration the format, e.g., title page, table of contents, bibliography.

5. Publishing

This is the final stage in the process. It is now ready for its audience. It should reflect the maximum potential of the author in terms of language skill and development.

You can use word processors, computer graphics, special paper, and your own art to make your finished writing eye-catching and enjoyable to read. It may be shared with the teacher, classmates, other classes, another teacher, the principal, parents, or a more general audience.

Appendix A (Continued)

Notes To The Teacher

The Role of the Teacher in an Effective Writing Program in an International Language Class

In order to create an effective writing program in an international language classroom, the teacher should fulfil the following roles:

- planner
- manager
- resource person
- researcher
- role model
- confidant
- advisor
- evaluator

Suggested Writing Topics

- a book report
- a personal reaction to someone or something, e.g., a piece of music, a photograph, a work of art, or sculpture
- a character sketch of a real or fictitious person
- a continuation of a scene from a play or a novel
- a variation of a scene from a play or a novel
- an outline of a plot from a short story or a novel
- a poster advertising a play or a novel
- a program for the opening night of a play
- a poem inspired by a reading
- an imaginary conversation between the student and a character from a novel or play
- a diary for a character from a novel or play
- a personal diary
- a narrative rewritten in dialogue form
- a dialogue rewritten in narrative form
- a film script of a scene from a novel or play
- captions for a cartoon
- the headline and article of a sports or cultural event
- an interview with a well-known historical or contemporary person
- an interview with a movie or stage actor/actress
- an interview with a political figure
- a classified ad to sell something
- a brochure to promote a new company
- a tourist pamphlet about a town, region or country
- a letter to the editor of a newspaper about a current issue or event
- a critique of a film or TV show
- a culinary critique of a restaurant
- a report on a trip or holiday
- a job application
- a piece of creative writing – descriptive, expository, narrative

Appendix A (Continued)

Writing Paragraphs

A paragraph is a group of sentences written about one main idea. Every paragraph contains these three elements: a topic sentence (clearly identifying the main idea), supporting sentences (giving more details about the main idea), and a closing sentence concluding the idea of the paragraph, and perhaps providing a link to the next paragraph.

Paragraphs may be narrative (telling a story), descriptive or persuasive (expressing an opinion) or explanatory/instructive.

Writing Essays

An essay is a piece of writing containing several paragraphs in which a writer demonstrates that he/she has researched and thought about a topic enough to express a clear opinion on it. An essay is written for a specific purpose, and to appeal to a specific audience.

Five common types of essays are: persuasive (to express a point of view), personal (an experience or subject that interests the writer), literary (a response to a story, novel, poem, essay or film), descriptive (describing a person, place, thing or experience), or research (presenting information gathered from a variety of sources).

Writing A Résumé

There are many formats for writing an effective résumé. Whatever the format they should always:

- give employers the information they need in a clear and concise way;
- highlight the skills and experience that make the writer the right candidate;
- be free of grammatical and spelling errors.

The elements of a typical résumé are:

- Identification – includes name, address, phone, fax or e-mail information;
- Education – includes name of school, year of study, awards, courses that relate to the job;
- Work and Volunteer Experience – includes two or three skills that will make the writer a good employee and how the writer has acquired and used them;
- Other Activities – includes clubs, hobbies, any other job-related skills that have been learned;
- References – includes past employers who have liked the writer's work, teachers, volunteer coordinators (always ask permission to use someone as a reference).

Try to limit the résumé to one page, if possible, without making it look crowded.

Journal Writing

Journal writing is one means of giving students extensive practice in writing while keeping correction work by the teacher to a minimum. It also benefits the student by reducing or eliminating the threat of poor grades.

Journal writing usually consists of having students write down their thoughts and feelings about events and experiences in a notebook set aside for that purpose. The activity may be used for a variety of purposes:

- to help students question and investigate what they think and feel;
- to encourage students to think through issues or problems from different points of view;
- to practise writing without worrying about a grade;
- to communicate ideas or personal experiences with the teacher.

How often students write in their journals and how often the teacher collects and reads them varies with the class. Teachers may suggest topics, or students may choose their own topic.

Appendix B

The Language Portfolio: Level 4, Grade 12, International Languages

A Rationale for Portfolio Assessment:

The portfolio is a multifaceted assessment tool. It encourages growth, monitors and records progress and promotes individual self-expression. In addition, portfolios improve data collection and add the dimensions of time and space to the evaluation process, thus enabling teachers to test what they teach. An integrated portfolio system is more than a collection of work however, since assessment is inseparable from the curriculum. Portfolios can actually provide a structural reconfiguration of summative evaluation methods for formative monitoring of student growth in the areas of skills, knowledge, cultural awareness and attitudes.

Cipolle, Susan and Funston, James F. and Claudia S. Johnson, *YA! (Somos así)* Portfolio Assessment. St. Paul, Minnesota: EMC/Paradigm Publishing, 2000. ISBN: 0-8219-1949-0, p. 1.

International Languages Portfolio Assignment Sheet

Final Evaluation

Instructions

Decide early on which language-related job you plan to apply for at the end of the course, e.g., you can role-play a flight attendant, travel agent, language instructor, tour guide, secretary, etc. During the course, choose a suitable container, e.g., file folder, binder with sheet protectors and a zipper, scrapbook, commercial portfolio or scrapbook kit, and collect at least 2 pieces of your work that reflect your growth and language development in each of the following areas:

- Listening
- Speaking
- Reading
- Writing
- Technology
- Goal-setting/careers

Also, include:

- your performance record sheets
- your anecdotal record
- any rubrics or feedback you have received from other students or your teacher

Include a typed résumé at the front of your portfolio in English (or in the language of study). Be sure to include a Table of Contents and a one-page typed reflection (200 words) at the back of the portfolio that addresses the following:

- Why you have chosen these items.
- How these items reflect your skills needed for the job you are applying for.

Deadline: _____

(a date one week before the oral interview during the final evaluation schedule)

Appendix B (Continued)

Note: The assessments suggested in the following two rubrics are useful in informing the teacher's professional judgment for the formulation of the final mark; however, teachers may choose to record a mark only for the more language-oriented criteria—Communication and Knowledge/Understanding.

Rubric: Process Assessment—Preparation and Presentation of Portfolio

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Application Use of writing process	- uses writing process with limited success for improvement	- uses writing process with some success for improvement	- uses writing process with considerable success for improvement	- uses writing process with outstanding success for improvement
Communication Content, information conveyed (oral and written)	- communicates ideas and information with little clarity	- communicates ideas and information with limited clarity	- communicates ideas and information with some clarity	- communicates ideas and information with great clarity
Knowledge/ Understanding Grammatical structures, vocabulary, style	- demonstrates limited knowledge of language conventions	- demonstrates some knowledge of language conventions	- demonstrates considerable knowledge of language conventions	- demonstrates extensive knowledge of language conventions
Thinking/ Inquiry Reflection	- expresses limited relevant detail	- expresses some relevant detail	- expresses considerable relevant detail	- expresses outstanding relevant detail
Choice and organization of items, table of content	- chooses a narrow selection of items	- chooses a limited variety of items of different types	- chooses a variety of items of different types	- chooses a wide variety of items of different types
	- demonstrates limited organization	- demonstrates some organization	- demonstrates considerable organization	- demonstrates outstanding organization

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

Comments:

Appendix B (Continued)

Oral interview format for culminating activity (Using student's portfolio)

Questions from teacher:

A. Overview of course (discussion), not in role

1. Which activity in this course did you find most interesting? Why?
2. Which activity in this course did you find most challenging? Why?
3. How have you learned to use the language more effectively?
4. Do you plan to use the language after high school? If so, how?

B. Discussion of portfolio: role-play

1. Did you bring a résumé with you?
2. Looking at the achievement chart (see p. 63, *The Ontario Curriculum, Grades 11 12: Classical Studies and International Languages, 2000)*, find examples of your work which demonstrate the four categories. Which level of achievement do you think your work demonstrates?
3. Using your portfolio as evidence, tell me why you should get the job?

Rubric: Oral Assessment—Portfolio interview

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Thinking/Inquiry Ideas	- makes few connections between questions and activities	- makes some connections between questions and activities	- makes considerable connections between questions and activities	- makes many connections between questions and activities
Communication Fluency	- answers with limited fluency	- answers with some fluency	- answers with considerable fluency	- answers with almost native fluency
Knowledge/ Understanding Use of language	- frequently needs help with vocabulary and structures	- occasionally needs help with vocabulary and structures	- rarely needs help with vocabulary and structures	- never needs help with vocabulary and structures
Application Role-play	- makes minimal attempt to stay in role	- makes some attempt to stay in role	- makes a good attempt to stay in role	- demonstrates complete focus on staying in role
Use of portfolio	- finds few work samples with confidence	- finds some work samples with confidence	- finds work samples with considerable confidence	- finds work samples with complete confidence

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

Comments:

Appendix C

The Integrated Research Project

Teacher Checklist For Student/Teacher Conference For the Integrated Research Project
(A Process Mark)

Conference 1 (Date: _____) Name: _____

		Marks
1.	The student has chosen a theme and a specific topic for presentation.	/2
2.	The student has done research in the library and can produce notes.	/4
3.	The student has used the Internet as a research tool.	/4
4.	The student has at least 2 sources in the language of study. (bibliography)	/2
5.	The student has begun to select information from his/her research which will support the topic (Student has highlighted/underlined notes.)	/3
6.	The student has written a thesis statement.	/3
	Subtotal	**/20**

Comments

Conference 2: (Date: _____)

1.	The student has refined his/her final thesis statement.	/4
2.	Using research notes, the student has developed a plan of the essay.	/4
3.	The student has written an introduction.	/4
4.	The student has prepared a draft of the sub-themes of the essay.	/4
5.	The student has attached details from the research to support the sub-themes.	/2
6.	The student has written a conclusion.	/2
	Subtotal	**/20**

Comments

Divide mark by /2 = _____

Total **/20**

Appendix C (Continued)

Rubric for Evaluating a Written Task: The Integrated Research Essay

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding (content)	- presents ideas that are developed to a limited degree	- presents ideas that are somewhat developed	- presents ideas that are considerably developed	- presents well developed ideas
Thinking/ Inquiry (use of research material)	- selects examples that occasionally support the thesis, sub-themes	- selects examples that sometimes support the thesis, sub-themes	- selects examples that usually support the thesis, sub-themes	- selects examples that consistently support the thesis and sub-themes
Communication (comprehensibility)	- writes text that is barely comprehensible	- writes text that is somewhat comprehensible	- writes text that is largely comprehensible	- writes text that is readily comprehensible
Communication/ Application (level of language)	- uses language of limited sophistication and complexity	- uses language of some sophistication and complexity	- uses language of considerable sophistication and complexity	- uses sophisticated language structures
Knowledge/ Understanding (vocabulary)	- uses a very limited range of vocabulary and idiomatic expressions	- uses a somewhat broader range of vocabulary and idiomatic expressions	- uses a considerable range of vocabulary and idiomatic expressions	- uses a wide range of vocabulary and idiomatic expressions
Knowledge/ Understanding (grammar)	- demonstrates limited evidence of correct spelling, grammar and punctuation - demonstrates limited command of the language of study	- demonstrates some evidence of correct spelling, grammar and punctuation - demonstrates some command of the language of study	- demonstrates considerable evidence of correct spelling, grammar and/or punctuation - demonstrates good command of the language of study	- demonstrates excellent spelling, grammar and punctuation - demonstrates excellent command of the language of study

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

Appendix C (Continued)

Rubric for Evaluating the Oral Presentation: the Integrated Research Project

Criteria	Level 1 (50-59%	Level 2 (60-69%	Level 3 (70-79%	Level 4 (80-100%)
Application (Planning/ Organization)	- demonstrates limited organization of information in the presentation	- demonstrates some organization of information in the presentation	- demonstrates considerable organization of information in the presentation	- demonstrates a high level of organization of information in the presentation
Thinking/Inquiry (Content Knowledge)	- incorporates few facts and details	- incorporates some facts and details	- incorporates most necessary facts and details	- demonstrates full knowledge
Application/ Communication (Visuals)	- uses limited visuals to support the presentation	- uses some visuals to support the presentation	- uses visuals to support and clarify the presentation	- uses visuals to support, clarify, and increase the impact of the presentation
Knowledge/ Understanding (Grammar)	- demonstrates limited grammatical correctness	- demonstrates some grammatical correctness	- demonstrates considerable grammatical correctness	- demonstrates a high level of grammatical correctness
Application/ Communication (Pronunciation/ Intonation)	- pronunciation has limited accuracy	- pronounces some words correctly, with some intonation errors	- pronounces most words correctly, with appropriate intonation	- pronounces words with great accuracy, with correct intonation
Communication (Elocution)	- speaks with limited clarity	- speaks indistinctly some of the time	- speaks clearly	- speaks very clearly

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.

Appendix C (Continued)

Necessary elements for the oral presentation

1. Student presents on the assigned date.
2. Student has made arrangements for audio-visual equipment before the day of the presentation.
3. Student has all the necessary material ready the day of the presentation.
4. Student's audio-visual equipment has been set up and is ready to go at the start of the presentation.
5. Student puts vocabulary on the board/overhead in the language of study that helps classmates understand the topic.

Student Checklist For Integrated Research Project

Conference 1 (Date: _____) Name: _____

		Marks
1.	I have chosen a theme and specific topic for presentation.	/2
2.	I have done research in the library and can produce notes.	/4
3.	I have used the Internet as a research tool.	/4
4.	I have at least two sources in the language of study. (bibliography)	/2
5.	I have begun to select information from my research that will support the topic. (I have highlighted/underlined notes.)	/3
6.	I have written a thesis statement.	/3
	Subtotal	**/20**

Comments

Appendix C (Continued)

Conference 2: (Date: _____)

1.	I have refined my final thesis statement.	/4
2.	Using research notes, I have developed a plan of the essay.	/4
3.	I have written an introduction.	/4
4.	I have prepared a draft of the sub-themes of the essay.	/4
5.	I have attached details from the research to support the sub-themes	/2
6.	I have written a conclusion.	/2
	Subtotal	**/20**

Comments

Divide mark by /2 = _____ **Total** **/20**

Coded Expectations, International Languages, Level 4, University Preparation, LBADU–LYXDU

Oral Communication: Listening

Overall Expectation

LIV.01 · demonstrate an understanding of a variety of oral messages, communicated in various situations and for a variety of purposes.

Specific Expectations

LI1.01 – demonstrate an understanding of vocabulary and language structures appropriate to the level by responding appropriately to a variety of oral messages and identifying key ideas and information (e.g., comment on views expressed in conversations and discussions);

LI1.02 – demonstrate the ability to extract information from complex oral messages conveyed through various media and formal presentations (e.g., prepare a synopsis of a radio or television documentary that focuses on current issues);

LI1.03 – demonstrate an understanding of cultural aspects of the international language by identifying regional differences in language as well as different levels of language.

Oral Communication: Speaking

Overall Expectation

SPV.01 · communicate orally in various situations and for a variety of purposes, using language appropriate to the level.

Specific Expectations

SP1.01 – use standard pronunciation and intonation in the international language with accuracy and fluency;

SP1.02 – participate in conversations and group discussions using vocabulary and language structures appropriate to the level (e.g., take part in a debate on desirable careers);

SP1.03 – express personal opinions and explain ideas in a variety of prepared and open-ended conversations (e.g., participate in a video conference with students from another school or country);

SP1.04 – demonstrate an understanding of the culture of countries where the language is spoken in a variety of creative activities (e.g., dramatize a literary work).

Reading

Overall Expectation

REV.01 · read age- and language-appropriate passages from various sources for a variety of purposes.

Specific Expectations

RE1.01 – read, for comprehension of main ideas and supporting details, selections from a variety of texts,* including a minimum of three genres (e.g., novels, plays, film scripts);

RE1.02 – read aloud with accuracy and fluency;

RE1.03 – demonstrate the ability to make inferences and predictions concerning characters and events in short stories and novels, as well as connections between ideas and facts in non-fiction works;

RE1.04 – respond to a range of texts in a variety of media by relating the ideas and themes treated to contemporary issues and personal experiences;

RE1.05 – demonstrate an understanding of the culture of countries where the language is spoken in a variety of complex and well-researched projects (e.g., prepare a presentation on a historical or cultural topic using a variety of print resources).

Writing

Overall Expectation

WRV.01 · write for a variety of purposes and audiences, using increasingly broad vocabulary and sophisticated language structures.

Specific Expectations

WR1.01 – write reports and compositions, using vocabulary and language structures appropriate to the level (e.g., write a book or film review);

WR1.02 – express ideas and feelings in writing, using increasingly complex forms (e.g., write short essays and narrative, descriptive, and expository passages);

WR1.03 – revise and edit their work for accuracy of content and logical organization of ideas, with input from peers and the teacher;

WR1.04 – edit and proofread their work, with attention to accuracy in the use of vocabulary and language structures, using input from peers and the teacher as well as a variety of other resources (e.g., print and electronic dictionaries, spell-check and grammar features of software programs);

WR1.05 – demonstrate knowledge of the culture of countries where the language is spoken in well-researched reports and essays (e.g., write an essay on the literature, music, or art of a country where the language is spoken).

Unit 4: Making Connections

Time: 27.5 hours

Unit Description

This is the final unit in the four-year international languages course sequence. Using their acquired language knowledge and cultural understanding, students complete an integrated research project. They research aspects of a golden age in the language of study, which might include history, literature (novels, poetry, short stories, plays), the arts (music, dance, painting, sculpture), the cinema, photography, architecture, the news media, and publicity. Students prepare drafts of their written essay, make revisions, then write a final copy of their essay. They present their integrated research projects to the class. The class takes notes on each presentation and completes a multiple-choice test on each aspect of the golden age. The unit culminates in a celebration of the many facets of the international language and culture.

Strand(s) & Learning Expectations

Strand(s): Oral Communication (Listening and Speaking), Reading, Writing

Overall Expectations: LIV.01, SPV.01, REV.01, WRV.01.

Specific Expectations: LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05.

Unit Synopsis Chart

Activity	Learning Expectations	Assessment Categories	Description
4.1. A Golden Age 6 hours	See Assessment/ Evaluation Chart in unit	See Assessment/ Evaluation Chart in unit	Students listen to an overview of a golden age in the culture of the language of study, then select one aspect to research. They read a short story or excerpts from a novel from the golden age and analyse the characteristics that set the novel or short story in that time period. They discuss evaluation methods for the project.
4.2. Research and Inquiry 5.5 hours	See Assessment/ Evaluation Chart in unit	See Assessment/ Evaluation Chart in unit	Students research the topic chosen for the integrated research project, then write a thesis statement.
4.3. Writing the Integrated Research Project 5.5 hours	See Assessment/ Evaluation Chart in unit	See Assessment/ Evaluation Chart in unit	Students write a research essay. With the teacher as mentor and classmates as peer editors, students prepare a draft, complete revisions, then write a final copy. They also prepare an oral presentation with visual aids for their selected topic.
4.4. Presentations 6.5 hours	See Assessment/ Evaluation Chart in unit	See Assessment/ Evaluation Chart in unit	Students present their aspect of the golden age orally to the class. The class takes notes on each presentation.

Activity	Learning Expectations	Assessment Categories	Description
4.5. Celebration 4 hours	See Assessment/ Evaluation Chart in unit	See Assessment/ Evaluation Chart in unit	Students set up displays of their integrated research project. They visit the displays and ask questions. Student presenters prepare 3 multiple-choice questions on their essay topics. The teacher collates the questions into a final quiz on the golden age. Students complete the quiz, then celebrate their accomplishments with classmates and guests.

Activity 1: A Golden Age

Time: 6 hours

Description

As an introduction to the golden age, students listen to an overview of the golden age in the language of study presented by the teacher. They review general vocabulary associated with history, literature (novels, poetry, short stories, theatre), the arts (music, dance, painting, sculpture), the cinema, photography, architecture, the news media and publicity. They select one of the themes associated with the golden age. Finally, the teacher and students discuss and make suggestions for methods of evaluation during the integrated research project.

Strand(s) & Learning Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

LIV.01 - demonstrate an understanding of a variety of oral messages, communicated in various situations and for a variety of purposes;
SPV.01 - communicate orally in various situations and for a variety of purposes, using language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for a variety of purposes;
WRV.01 - write for a variety of purposes and audiences, using increasingly broad vocabulary and sophisticated language structures.

Specific Expectations

LI1.01 - demonstrate an understanding of vocabulary and language structures appropriate to the level by responding appropriately to a variety of oral messages and identifying key ideas and information;
LI1.02 - demonstrate the ability to extract information from complex oral messages conveyed through various media and formal presentations;
LI1.03 - demonstrate an understanding of cultural aspects of the international language by identifying regional differences in language as well as different levels of language;
SP1.01 - use standard pronunciation and intonation in the international language with accuracy and fluency;
SP1.02 - participate in conversations and group discussions using vocabulary and language structures appropriate to the level;
SP1.03 - express personal opinions and explain ideas in a variety of prepared and open-ended conversations;
SP1.04 - demonstrate an understanding of the culture of countries where the language is spoken in a variety of creative activities;

RE1.01 - read, for comprehension of main ideas and supporting details, selections from a variety of texts, including a minimum of three genres;
RE1.02 - read aloud with accuracy and fluency;
RE1.03 - demonstrate the ability to make inferences and predictions concerning characters and events in short stories and novels, as well as connections between ideas and facts in non-fiction works;
RE1.04 - respond to a range of texts in a variety of media by relating the ideas and themes treated to contemporary issues and personal experiences;
RE1.05 - demonstrate an understanding of the culture of countries where the language is spoken in a variety of complex and well-researched projects (e.g., prepare a presentation on a historical or cultural topic using a variety of print resources);
WR1.01 - write reports and compositions, using vocabulary and language structures appropriate to the level;
WR1.02 - express ideas and feelings in writing, using increasingly complex forms;
WR1.03 - revise and edit their work for accuracy of content and logical organization of ideas, with input from peers and the teacher;
WR1.04 - edit and proofread their work, with attention to accuracy in the use of vocabulary and language structures, using input from peers and the teacher as well as a variety of other resources;
WR1.05 - demonstrate knowledge of the culture of countries where the language is spoken in well-researched reports and essays (e.g., write an essay on the literature, music, or art of a country where the language is spoken).

Prior Knowledge & Skills

- basic knowledge of world history as well as other aspects mentioned in the Unit Description

Planning Notes

The teacher:

- prepares an introduction to a golden age in the culture of the language of study;
- selects a short story or excerpts from a novel from the golden age;
- prepares questions on vocabulary and events of the reading selection;
- books computer time in the resource centre/cross-curricular lab.

Teaching/Learning Strategies

1. *Whole class:* Students take notes while the teacher presents a golden age in the culture of the international language. Included are the arts, architecture, literature, music and history. Students then make a list of the aspects of this golden age that could become the basis for an integrated research project.
2. *Whole class:* The teacher introduces a short story or excerpt from a novel from the golden age being studied.
3. *Individual:* Students read the literary selection. They write new vocabulary in the personal vocabulary list kept in their writing portfolio.
4. *Small group:* Students answer, in writing, questions prepared by the teacher. They discuss the short story or excerpt while taking up the answers to the questions.
5. *Whole class:* The teacher leads students in a discussion of the aspects which indicate that the novel or story belongs to the golden age. Students make a mind map linking aspects of the golden age.
6. *Small group:* Students discuss which aspect of the golden age interests them. They discuss their choices with the teacher, then choose the topic for their integrated research project.

7. *Whole class:* The teacher and students discuss how they will be evaluated during the conferences, oral presentation and written essay. The teacher incorporates these suggestions into a checklist and rubrics. (See Appendix C.)

Assessment & Evaluation of Student Achievement

(**Note:** number in brackets following activities refers to Teaching/Learning Strategies above)

Categories	Learning Expectations	Tools	Activities
Knowledge/ Understanding	LI1.01, LI1.02, WR1.01	Informal observation	Students take notes during a presentation of a golden age. (1)
Knowledge/ Understanding	LI1.01, LI1.02	Informal observation	The teacher introduces a short story or excerpts from a novel from the golden age. (2)
Thinking/ Inquiry	RE1.01, RE1.03, RE1.05, WR1.01	Informal observation	Students read the literary selection and make a list of new vocabulary in their writing portfolio. (3)
Communication Application	LI1.01, LI1.02, SP1.01, SP1.02, SP1.03, WR1.05	Informal assessment	Students respond in writing to the discussion questions based on the literary selection. They take up the answers orally. (4)
Communication Application	LI1.01, LI1.02, SP1.01, SP1.02, SP1.03, REI.01, RE1.03, RE1.04, WR1.01, WR1.05	Informal assessment	Students discuss orally, then take notes on how the novel or short story reflects the golden age. They make a mind map linking aspects of the golden age. (5)
Thinking/ Inquiry	LI1.01, LI1.02, SP1.01, SP1.02, SP1.03	Informal observation	Students discuss aspects of the golden age, then select a topic for an integrated research project. (6)
Thinking/ Inquiry	LI1.01, LI1.02, SP1.01, SP1.02, SP1.03	Informal observation	Teacher and students discuss the evaluation methods to be used during the integrated research project. (7)

Accommodations

For support

- Students read the teacher's overview before deciding on an integrated research project.
- The teacher highlights the new words in the short story or novel excerpt.
- Students retell the short story or novel excerpt to each other.

For enrichment

- Native speakers read the whole novel.
- Students select and read other short stories or novels from the golden age.
- Students find and view a video on an aspect of the golden age.

Resources

Please see Overview for websites, Community Resources and Unit Resources in a number of languages.

Activity 2: Research and Inquiry

Time: 5.5 hours

Description

Students read several poems from the golden age, then write answers to prepared questions. They discuss the answers orally. Next, students research the topic chosen for their integrated research project and collect information using a variety of sources, such as the Internet, libraries and the community. Under the guidance of the teacher, they develop a thesis statement.

Strand(s) & Learning Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

LIV.01 - demonstrate an understanding of a variety of oral messages, communicated in various situations and for a variety of purposes;
SPV.01 - communicate orally in various situations and for a variety of purposes, using language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for a variety of purposes;
WRV.01 - write for a variety of purposes and audiences, using increasingly broad vocabulary and sophisticated language structures.

Specific Expectations

LI1.01 - demonstrate an understanding of vocabulary and language structures appropriate to the level by responding appropriately to a variety of oral messages and identifying key ideas and information;
LI1.02 - demonstrate the ability to extract information from complex oral messages conveyed through various media and formal presentations;
SP1.01 - use standard pronunciation and intonation in the international language with accuracy and fluency;
SP1.02 - participate in conversations and group discussions using vocabulary and language structures appropriate to the level;
RE1.01 - read, for comprehension of main ideas and supporting details, selections from a variety of texts, including a minimum of three genres;
RE1.05 - demonstrate an understanding of the culture of countries where the language is spoken in a variety of complex and well-researched projects;
WR1.01 - write reports and compositions, using vocabulary and language structures appropriate to the level;
WR1.03 - revise and edit their work for accuracy of content and logical organization of ideas, with input from peers and the teacher;
WR1.04 - edit and proofread their work, with attention to accuracy in the use of vocabulary and language structures, using input from peers and the teacher as well as a variety of other resources;
WR1.05 - demonstrate knowledge of the culture of countries where the language is spoken in well-researched reports and essays.

Prior Knowledge & Skills

- research skills
- vocabulary associated with the topic for the integrated research project
- elements of a research essay

Planning Notes

The teacher:

- selects poems from the golden age;
- prepares written questions;
- books computer time in the resource centre/cross-curricular computer lab;
- verifies with the librarian that books on the period of history and cultural aspects are available;
- prepares sample thesis statements;
- prepares a list of media available in the school for oral/visual presentations.

Teaching/Learning Strategies

1. *Individual:* Students read several poems from the golden age, then write answers to prepared questions. They discuss the answers orally.
2. *Whole class:* The teacher demonstrates to students how to create a thesis statement from a topic and theme chosen for an integrated research project. Students propose their own thesis statements, then discuss and peer-edit with a partner.
3. *Individual:* Students conference with the teacher several times, while the writing and polishing of the thesis statement continues.
4. *Individual:* Students research their topic and make notes, using a variety of sources, such as the Internet and school/public libraries. The teacher assists with suggestions for Internet sites and books to support the research.

Assessment & Evaluation of Student Achievement

(**Note:** number in brackets following activities refers to Teaching/Learning Strategies above)

Categories	Expectations	Tools	Activities
Knowledge/ Understanding	LI1.01, SP1.01, SP1.02, RE1.01, WR1.01, WR1.04	Informal assessment	Students read several poems from the golden age, write answers to prepared questions, then discuss the answers orally. (1)
Knowledge/ Understanding	LI1.01, RE1.01, WR1.01, WR1.04	Informal assessment	Students review how to create thesis statements, write a draft of a thesis statement to fit the topic chosen for their integrated research project. (2)
Thinking/ Inquiry	LI1.01, LI1.02, SP1.01, SP1.02, RE1.01, WR1.01	Informal assessment	Students conference with the teacher while polishing their thesis statement. (3)
Thinking/ Inquiry	RE1.01, RE1.05, WR1.01, WR1.03, WR1.05	Informal assessment	Students make notes while researching their aspect of the golden age. (4)

Accommodations

For support

- The teacher suggests the resources that the students can use for research.
- Students work in pairs on one research topic.
- Students write a thesis statement with the teacher's help.

For enrichment

- Students prepare several thesis statements for their topic before choosing one.
- Students select 2 related topics for research and link them in their oral and written presentations, e.g., art and music in the golden age.

Resources
Please see Overview for websites, Community Resources and Unit Resources in a number of languages.

Activity 3: Writing the integrated research project
Time: 5.5 hours

Description
Using their research material, students write a plan of their essay to support the thesis statement. From the plan, they prepare a draft of their essay. During this process, the teacher and students conference regularly to check on student progress. Then students write a final copy of the essay and prepare an oral presentation with accompanying visuals.

Strand(s) & Learning Expectations
Strand(s): Oral Communication, Reading, Writing

Overall Expectations
LIV.01 - demonstrate an understanding of a variety of oral messages, communicated in various situations and for a variety of purposes;
SPV.01 - communicate orally in various situations and for a variety of purposes, using language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for a variety of purposes;
WRV.01 - write for a variety of purposes and audiences, using increasingly broad vocabulary and sophisticated language structures.

Specific Expectations
LI1.01 - demonstrate an understanding of vocabulary and language structures appropriate to the level by responding appropriately to a variety of oral messages and identifying key ideas and information;
LI1.02 - demonstrate the ability to extract information from complex oral messages conveyed through various media and formal presentations;
LI1.03 - demonstrate an understanding of cultural aspects of the international language by identifying regional differences in language as well as different levels of language;
SP1.01 - use standard pronunciation and intonation in the international language with accuracy and fluency;
SP1.02 - participate in conversations and group discussions using vocabulary and language structures appropriate to the level;
SP1.03 - express personal opinions and explain ideas in a variety of prepared and open-ended conversations;
SP1.04 - demonstrate an understanding of the culture of countries where the language is spoken in a variety of creative activities (e.g., dramatize a literary work);
RE1.01 - read, for comprehension of main ideas and supporting details, selections from a variety of texts, including a minimum of three genres;
RE1.02 - read aloud with accuracy and fluency;
RE1.04 - respond to a range of texts in a variety of media by relating the ideas and themes treated to contemporary issues and personal experiences;
RE1.05 - demonstrate an understanding of the culture of countries where the language is spoken in a variety of complex and well-researched projects (e.g., prepare a presentation on a historical or cultural topic using a variety of print resources);

WR1.01 - write reports and compositions, using vocabulary and language structures appropriate to the level;
WR1.02 - express ideas and feelings in writing, using increasingly complex forms;
WR1.03 - revise and edit their work for accuracy of content and logical organization of ideas, with input from peers and the teacher;
WR1.04 - edit and proofread their work, with attention to accuracy in the use of vocabulary and language structures, using input from peers and the teacher as well as a variety of other resources;
WR1.05 - demonstrate knowledge of the culture of countries where the language is spoken in well-researched reports and essays.

Prior Knowledge & Skills

- elements of a research essay
- vocabulary associated with the theme of the integrated research project

Planning Notes

The teacher:

- coordinates conferencing time with individual students;
- books computer time in the learning resource centre or cross-curricular lab.

Teaching/Learning Strategies

1. *Individual:* Using their research notes, students analyse the material for its appropriateness in supporting the thesis statement. They write a draft of their essay. As students receive a process mark as well as marks for their oral presentation and written essay, they conference with the teacher according to their individual timelines. The teacher uses the checklist to record student completion of work. (See Appendix C for student checklist/teacher checklist for completion of steps in the research process.)
2. *Whole class:* The teacher reviews with students special features of the written language of study, e.g., accents, capital letters.
3. *Pair:* Students conference with a partner and peer-edit each other's drafts, paying close attention to spelling, grammar and the logic of their classmate's argument.
4. *Individual:* Students conference with the teacher to review the composition and content of their essay. They decide if each point is supported by sub-points that incorporate documentation from their research.
5. *Individual:* Students make corrections, then complete the final copy of their essay.
6. *Individual:* Students choose which aspects of their research to use in their oral presentation. They also select the media (overhead, computer animation, electronic slideshow presentation, dramatization, video, pictures, scale-models, slide show) that best assist them in their presentation.
7. *Individual:* Students select the vocabulary needed to understand the oral presentation. They look up the meaning of each word in a dictionary and prepare a list for their classmates.
8. *Individual:* Students complete the preparation of their oral presentation, using classmates as peer-editors and the teacher as mentor.

Assessment & Evaluation of Student Achievement

(**Note:** number in brackets following activities refers to Teaching/Learning Strategies above)

Categories	Learning Expectations	Tools	Activities
Knowledge/ Understanding	LI1.01, SP1.03, SP1.04, RE1.01, RE1.05, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05	Formal assessment of student's preparation for the essay. (See Appendix C checklist)	Students write a draft of a research essay. They conference with the teacher as necessary. (1)
Knowledge/ Understanding	LI1.01, LI1.02, LI1.03, SP1.03, WR1.01	Informal assessment	Students review special features of the written language of study, e.g., accents. (2)
Thinking/ Inquiry	SP1.03, RE1.04, WR1.01, WR1.03	Informal assessment	Students peer-edit each other's drafts. (3)
Thinking/ Inquiry	LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, RE1.01	Checklist (See Appendix C)	Students conference with the teacher to review the composition and content of the essay. (4)
Application	RE1.01, WR1.01, WR1.02, WR1.03, WR1.04	Informal assessment	Students revise their draft, then prepare the final copy of the essay. (5)
Thinking/ Inquiry	RE1.02, WR1.01	Informal assessment	Students select the information for their oral presentation as well as the media to be used. (6)
Thinking/ Inquiry	WR1.01, WR1.03	Formal assessment of appropriate vocabulary list	Students prepare a vocabulary list of words specific to their topic. (7)
Thinking/ Inquiry	RE1.02, WR1.01, WR1.05	Informal assessment	Students prepare their oral presentation. (7)

Accommodations

For support

- Students receive assistance in preparing an electronic slideshow presentation.
- Students write their essays in small steps while conferencing regularly with the teacher about the content and composition of their essays.
- Native speakers of the international language coach non-native speakers with the oral presentation.

For enrichment

- Students learn to use presentation software such as Power Point and demonstrate its use.
- Students create an animated computer presentation with visuals and monologue/dialogue for the oral presentation.
- Students videotape their oral presentation.

Resources

Please see Overview for websites, Community Resources and Unit Resources in a number of languages.

Activity 4: Presentations

Time: 6.5 hours

Description

The class participates in a review of the golden age. Students present their research to the class, then hand in their essay for evaluation. The class takes notes on each presentation and asks questions of each presenter. The teacher evaluates the essays. The integrated research project concludes with a teacher-student conference, in which the teacher and student discuss the student's performance of the skills outlined in the rubric for oral presentations and level of achievement of the objectives found in the rubric for written work.

Strand(s) & Learning Expectations

Strand(s): Oral Communication, Reading, Writing

Overall Expectations

LIV.01 - demonstrate an understanding of a variety of oral messages, communicated in various situations and for a variety of purposes;
SPV.01 - communicate orally in various situations and for a variety of purposes, using language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for a variety of purposes;
WRV.01 - write for a variety of purposes and audiences, using increasingly broad vocabulary and sophisticated language structures.

Specific Expectations

LI1.01 - demonstrate an understanding of vocabulary and language structures appropriate to the level by responding appropriately to a variety of oral messages and identifying key ideas and information;
LI1.02 - demonstrate the ability to extract information from complex oral messages conveyed through various media and formal presentations;
LI1.03 - demonstrate an understanding of cultural aspects of the international language by identifying regional differences in language as well as different levels of language;
SP1.01 - use standard pronunciation and intonation in the international language with accuracy and fluency;
SP1.02 - participate in conversations and group discussions using vocabulary and language structures appropriate to the level;
SP1.03 – express personal opinions and explain ideas in a variety of prepared and open-ended conversations (e.g., participate in a video conference with students from another school or country);
SP1.04 - demonstrate an understanding of the culture of countries where the language is spoken in a variety of creative activities;
RE1.02 - read aloud with accuracy and fluency;
RE1.04 - respond to a range of texts in a variety of media by relating the ideas and themes treated to contemporary issues and personal experiences;
WR1.01 - write reports and compositions, using vocabulary and language structures appropriate to the level;
WR1.02 - express ideas and feelings in writing, using increasingly complex forms;
WR1.03 - revise and edit their work for accuracy of content and logical organization of ideas, with input from peers and the teacher;
WR1.04 - edit and proofread their work, with attention to accuracy in the use of vocabulary and language structures, using input from peers and the teacher as well as a variety of other resources;
WR1.05 - demonstrate knowledge of the culture of countries where the language is spoken in well-researched reports and essays.

Prior Knowledge & Skills

- knowledge of how to use a variety of media for oral presentations
- vocabulary associated with the topic of the integrated research project

Planning Notes

The teacher:

- prepares a series of statements to put in chronological order for an overview of the golden age;
- photocopies the rubrics prepared in Activity 1 for oral presentations and written essays.

Teaching/Learning Strategies

1. *Whole class:* Students mix and match a series of statements that review the golden age.
2. *Individual:* Before each presentation, students present to the class the vocabulary specific to the content of the project. They present their research orally, using a variety of media during the presentation of their chosen aspect of the selected time period.
3. *Whole class:* Students take notes on each presentation.
4. *Whole class:* At the end of each presentation, students ask questions of the presenter.
5. *Individual:* Students hand in their essay to the teacher for formal evaluation. (See Appendix C for rubric for written work.)
6. *Individual:* The teacher evaluates the essays. The integrated research project concludes with a teacher-student conference, in which the teacher and student discuss the student's performance of the skills outlined in the rubric for oral presentations and level of achievement of the objectives found in the rubric for written work.

Assessment & Evaluation of Student Achievement

(**Note:** number in brackets following activities refers to Teaching/Learning Strategies above)

Categories	Learning Expectations	Tools	Activities
Knowledge/ Understanding	LI1.01, LI1.02, LI1.03, SP1.01, SP1.02	Informal observation	Students mix and match statements about the golden age. (1)
Communication Application	LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, RE1.02	Oral presentation rubric	Students present their project orally and visually. (2)
Thinking/ Inquiry	LI1.01, LI1.02, RE1.04, WR1.03, WR1.04	Checklist for note-taking	Students take notes on each presentation. (3)
Communication Application	LI1.01, SP1.01, SP1.02	Informal observation	Students ask questions of each presenter. (4)
Communication Application	WR1.01, WR1.02, WR1.05	Written task rubric	Students submit their written project to the teacher for evaluation.
Communication Application	LI1.01, SP1.01, SP1.02	Formal conference	Students conference with the teacher and receive feedback on their oral presentation/written essay. (6)

Accommodations

For support

- The teacher/other students take notes on each presentation to give to students having difficulty completing their notes during the oral presentations.
- The teacher prepares questions that clarify major points of the oral presentation for students to ask of the presenter.

For enrichment

- With the teacher's assistance, students make preparations for a class field trip related to their topic.

Resources

Please see Overview for websites, Community Resources and Unit Resources in a number of languages.

Activity 5: Celebration

Time: 4 hours

Description

In the previous activity, students demonstrated their oral and written proficiency in the language of study. As a culmination to their four years of study of an international language, students set up displays of their integrated research projects around the classroom. They visit each other's displays and take notes to complement the notes taken during the oral presentations. Each prepares multiple-choice questions on his/her own topic. The teacher collates the questions into a quiz. Then students complete the quiz and mark each other's answers. To conclude, they invite guests from the school and community to view the projects and join in the celebration, prepare foods from the culture, listen to music and enjoy the proficiency they have acquired in the international language.

Strand(s) & Learning Expectations

Strand(s): Oral Communication (Listening and Speaking), Reading, Writing

Overall Expectations

LIV.01 - demonstrate an understanding of a variety of oral messages, communicated in various situations and for a variety of purposes;
SPV.01 - communicate orally in various situations and for a variety of purposes, using language appropriate to the level;
REV.01 - read age- and language-appropriate passages from various sources for a variety of purposes;
WRV.01 - write for a variety of purposes and audiences, using increasingly broad vocabulary and sophisticated language structures.

Specific Expectations

LI1.01 - demonstrate an understanding of vocabulary and language structures appropriate to the level by responding appropriately to a variety of oral messages and identifying key ideas and information;
LI1.02 - demonstrate the ability to extract information from complex oral messages conveyed through various media and formal presentations;
LI1.03 - demonstrate an understanding of cultural aspects of the international language by identifying regional differences in language as well as different levels of language;
SP1.01 - use standard pronunciation and intonation in the international language with accuracy and fluency;
SP1.02 - participate in conversations and group discussions using vocabulary and language structures appropriate to the level;
SP1.03 - express personal opinions and explain ideas in a variety of prepared and open-ended conversations;
SP1.04 - demonstrate an understanding of the culture of countries where the language is spoken in a variety of creative activities;
RE1.01 - read, for comprehension of main ideas and supporting details, selections from a variety of texts, including a minimum of three genres;
RE1.02 - read aloud with accuracy and fluency;

RE1.03 - demonstrate the ability to make inferences and predictions concerning characters and events in short stories and novels, as well as connections between ideas and facts in non-fiction works;
RE1.04 - respond to a range of texts in a variety of media by relating the ideas and themes treated to contemporary issues and personal experiences;
RE1.05 - demonstrate an understanding of the culture of countries where the language is spoken in a variety of complex and well-researched projects;
WR1.01 - write reports and compositions, using vocabulary and language structures appropriate to the level;
WR1.02 - express ideas and feelings in writing, using increasingly complex forms;
WR1.03 - revise and edit their work for accuracy of content and logical organization of ideas, with input from peers and the teacher;
WR1.04 - edit and proofread their work, with attention to accuracy in the use of vocabulary and language structures, using input from peers and the teacher as well as a variety of other resources (e.g., print and electronic dictionaries, spell-check and grammar features of software programs);
WR1.05 - demonstrate knowledge of the culture of countries where the language is spoken in well-researched reports and essays.

Prior Knowledge & Skills

- vocabulary associated with the golden age

Planning Notes

The teacher:

- asks students to bring recipes to class that the students might prepare at home;
- asks students to bring music (cassettes, CDs);
- asks a student to arrange the classroom furniture so that students may set up their displays;
- asks students to prepare a list of guests to invite to the final celebration.

Teaching/Learning Strategies

1. *Whole class:* In the classroom, students set up displays of their work.
2. *Individual:* Students visit each display and ask questions that clarify information heard during the oral presentations. They take notes to use later when studying for the multiple-choice quiz.
3. *Whole class:* To summarize the study of this time period, the teacher and students discuss how each topic fits in with the golden age.
4. *Whole class:* The teacher establishes with students the criteria for writing three multiple-choice questions based on the major points of each oral presentation (accuracy of question, grammar, vocabulary).
5. *Individual:* Each student creates three multiple-choice questions with answers and hands them in to the teacher for evaluation and collation into a quiz.
6. *Individual/Pair:* Students complete the multiple-choice quiz, then exchange quizzes for correction by a partner.
7. *Individual:* Students write invitations to members of the community, school, and their family, inviting them to a final celebration.
8. *Individual:* Students choose a recipe to prepare at home from cookbooks that reflect the culture being studied.
9. *Whole class:* Students bring the prepared dishes to class and, along with invited guests from the school and community, eat, listen to music from the culture and enjoy each other's company and friendship.

Assessment & Evaluation of Student Achievement

(**Note:** number in brackets following activities refers to Teaching/Learning Strategies above)

Categories	Learning Expectations	Tools	Activities
Knowledge/ Understanding	LI1.01, SP1.04	Informal observation	Students set up displays of their research around the classroom. (1)
Knowledge/ Understanding	LI1.01, LI1.02, SP1.01, SP1.02, RE1.01, RE1.02	Informal observation	Students visit each display and ask questions for clarification. (2)
Thinking/Inquiry	LI1.01, LI1.02, SP1.01, SP1.02, SP1.04	Informal observation	The teacher and students discuss how each topic fits in with golden age. (3)
Knowledge/ Understanding Thinking/Inquiry	WR1.01, WR1.03, WR1.05	Checklist	Students write three multiple-choice questions. (3, 4)
Application	RE1.02, RE1.03, WR1.03, WR1.04	Multiple-choice quiz	Students complete the multiple-choice quiz. (5)
Thinking/Inquiry	WR1.02, WR1.03, WR1.04, WR1.05	Rubric for evaluating written work	Students write invitations to the community and school. (6)
Application Communication	RE1.02, RE1.03, RE1.04, RE1.05	Informal observation	Students choose and prepare a recipe for the celebration. (7)
Application Communication	LI1.01, LI1.02, LI1.03, SP1.01, SP1.02, SP1.03, SP1.04, RE1.02	Informal observation	Students celebrate their achievements in the international language with classmates and members of the community. (8)

Accommodations

For support

- The teacher assists students in preparing three multiple-choice questions.

For enrichment

- Native speakers pair themselves with non-native speakers when conversing with guests from the school and community.

Resources

Please see Overview for websites, Community Resources and Unit Resources in a number of languages.